

**Iowa Department of Education  
State Improvement Plan for IDEA Part B**

**Desired Outcome I: Improve the level of achievement of all students with disabilities in reading, math, and early learning in the least restrictive environment so they will become successful members of the community.**

Need/Current State	Improvement Strategy	Evidence of Change and Benchmarks																				
<p><b>The percent of students with disabilities performing at or above proficiency level in reading in comparison to students without disabilities for 2000-2001 are:</b></p> <table><tr><td>With disabilities</td><td>Without disabilities</td></tr><tr><td><u>Grade</u></td><td><u>Grade</u></td></tr><tr><td>4 35.2</td><td>4 73.0</td></tr><tr><td>8 23.7</td><td>8 75.8</td></tr><tr><td>11 26.8</td><td>11 78.2</td></tr></table> <p><b>The percent of students with disabilities performing at or above proficiency level in math in comparison to students without disabilities for 2000-2001 are:</b></p> <table><tr><td>With disabilities</td><td>Without disabilities</td></tr><tr><td><u>Grade</u></td><td><u>Grade</u></td></tr><tr><td>4 40.5</td><td>4 76.6</td></tr><tr><td>8 25.2</td><td>8 80.7</td></tr><tr><td>11 39.1</td><td>11 82.5</td></tr></table> <p>NCLB requires all students be proficient in reading and math by the 2013-2014 school year.</p>	With disabilities	Without disabilities	<u>Grade</u>	<u>Grade</u>	4 35.2	4 73.0	8 23.7	8 75.8	11 26.8	11 78.2	With disabilities	Without disabilities	<u>Grade</u>	<u>Grade</u>	4 40.5	4 76.6	8 25.2	8 80.7	11 39.1	11 82.5	<p>See attached plans for improvement strategies-</p> <p><b>Reading First</b> <b>Alternate Assessment</b> <b>Every Child Reads: Birth-Kindergarten</b> <b>Early Care and Learning</b> <b>Building Capacity of Parent and Personnel</b> <b>Transition into Adult Life</b></p>	<p>There will be an increase in the percent of students with disabilities who are proficient in reading and math.</p> <p>The discrepancy will decrease between students with disabilities and students without disabilities who are proficient in reading and math.</p> <p>The number of students (6-21) served in general education at least 79% of the day will increase.</p> <p>The number of students (6-21) served outside of general education more than 60% of the day will decrease.</p> <p>The number of children (3-5) in early childhood settings will increase.</p> <p>The number of children (3-5) in special education settings will decrease.</p> <p>Achievement data will increase if students are instructed in general education with appropriate supports and accommodations.</p>
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<b>Data for students (3-5) by race/ethnicity and setting:</b>			
Race/ethnicity	% in EC setting	% in ECSE setting	acceptable range
Indian/Alaska Native	.40	.31	.39-.59
Asian/Pacific Islander	.55	1.00	1.34-2.02
Black	5.30	5.12	3.02-4.52
Hispanic	4.12	3.56	2.75-4.13
White	89.63	90.01	72.50-100.00
<b>Data for students (6-21) in general education by race/ethnicity:</b>			
Race/ethnicity	>79% in GE	<40% in GE	acceptable range
Indian/Alaska Native	.70	.57	.39-.59
Asian/Pacific Islander	.83	1.28	1.34-2.02
Black	6.47	2.91	3.02-4.52
Hispanic	3.13	2.82	2.75-4.13
White	88.86	92.42	72.50-100.00
 Percent of students with disabilities who graduate with a regular high school diploma:			
			64.6%
			The percent of students who graduate with regular high school diploma will increase.

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**Reading First**

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**Alternate Assessment**

Need/Current State	Improvement Strategy	Evidence of Change and Benchmarks																								
<p>Federal and state law requires each state to have an alternate assessment process in place for students with disabilities who cannot participate in a district's assessment system.</p> <p>The 2001-2002 school year was the first year data was collected for the alternate assessment. The process needs to be refined and participation increased.</p> <p><b>Alternate Assessment Data:</b> 2001-2002 Participation numbers</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Reading</th><th>Math</th></tr> </thead> <tbody> <tr> <td>4<sup>th</sup></td><td>301</td><td>372</td></tr> <tr> <td>8<sup>th</sup></td><td>263</td><td>263</td></tr> <tr> <td>11<sup>th</sup></td><td>295</td><td>290</td></tr> </tbody> </table> <p>2001-2002 % of students proficient or above</p> <table border="1"> <thead> <tr> <th>Grade</th><th>Reading</th><th>Math</th></tr> </thead> <tbody> <tr> <td>4<sup>th</sup></td><td>82%</td><td>63%</td></tr> <tr> <td>8<sup>th</sup></td><td>74%</td><td>70%</td></tr> <tr> <td>11<sup>th</sup></td><td>70%</td><td>70%</td></tr> </tbody> </table>	Grade	Reading	Math	4 <sup>th</sup>	301	372	8 <sup>th</sup>	263	263	11 <sup>th</sup>	295	290	Grade	Reading	Math	4 <sup>th</sup>	82%	63%	8 <sup>th</sup>	74%	70%	11 <sup>th</sup>	70%	70%	<p>Assist in conducting thorough evaluation of alternate assessment system.</p> <p>Develop capacity of the AEA system to maintain and conduct the alternate assessment system.</p> <ul style="list-style-type: none"> <li>• Refine and develop training models and conduct training.</li> <li>• Develop materials to accompany training alternate assessment system.</li> <li>• Provide scoring/data analysis/reporting for alternate assessment.</li> </ul> <p>Develop a state consortium for improving assessment of students with the most severe disabilities. The consortium will be a multi-state special education collaborative, supported primarily through external (federal grant) funding. Improved assessment for students who participate in alternate assessment activities is expected to ultimately improve instruction and outcomes for those students.</p>	<p>Participation of students in alternate assessment will increase.</p> <p>Percent of students scoring proficient or above will increase.</p> <p>Training materials developed.</p> <p>AEA training implemented.</p> <p>Consortium developed.</p>
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**Every Child Reads: B-K**

<b>Need/Current State</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<p>Reading scores have declined during the past 8 years.</p> <p>Principal Survey (1997) reported principals perceive children are not ready for kindergarten.</p> <p>Kindergarten Survey (2000) results indicated teachers rated 45% of children did not have adequate language skills necessary upon kindergarten entry.</p>	<p>Provide technical assistance to the 24 ECR: B-K teams to complete second phase of training and implementation of ECR: B-K literacy initiative.</p> <p>Build a literacy cadre of early care and education systems (child care and education providers, local education agencies, area education agencies, health care providers, and college faculty), families, and selected community members (librarians, literacy volunteers, etc.).</p> <p>Research and implement an evaluation system to document child change.</p>	<p>Reading scores at 4<sup>th</sup> grade will maintain or increase.</p> <p>Principals will perceive children are ready for kindergarten as measured by survey results from districts with ECR: B-K teams.</p> <p>Kindergarten teachers will report greater percentage of kindergartners having adequate language skills upon kindergarten entry as measured by a kindergarten assessment.</p> <p>Literacy Cadre will expand to other agencies such as Child Care Resource and Referral, Shared Visions, Head Start, etc.</p>

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**Early Care and Education**

Need/Current State	Improvement Strategy	Evidence of Change and Benchmarks
<p><b>Kindergarten Teacher Perception Survey (2001):</b></p> <p>35% of kindergarten children consistently exhibit communication skills a teacher would expect.</p> <p>51% of the children consistently exhibit motor skills.</p> <p>45% of the children consistently exhibit cognitive skills.</p> <p>Teachers consistently ranked kindergarten students lower in communication, cognitive and self-management skills than motor and social emotional skills.</p> <p>The Midwest Child Care study by Iowa State University (2001) indicates that quality in Iowa's child care environments is minimal. In fact, basic health and safety issues are met in many centers but anything addressing quality activities or interactions with children is lacking. Child care providers do not receive the minimal training required. About 59% of the providers are employed less than 2 years,</p>	<p>Data will be reviewed to gather baseline information regarding progress, discrepancy and independence conclusions and goal status from IEP Results for children 3-5 years of age.</p> <p>Develop, implement and evaluate a system of collecting and analyzing data regarding IEP progress for children 3-5 years of age, with disabilities.</p> <p>Build the capacity of Iowa's early care and education professionals to adopt and implement research-based strategies for facilitating children's early learning across development domains.</p> <p>Promote universal access to quality early learning experiences:</p> <ul style="list-style-type: none"> <li>• Share quality early learning with families</li> <li>• Share with providers</li> <li>• Train providers</li> </ul> <p>Define and share aspirations and expectations for young children and students with families, schools and communities.</p>	<p>The level of developmental performance of children will increase.</p> <p>Reliable and valid measures will be utilized.</p> <p>The quality of early learning environments will increase.</p>

<p>not long enough to receive much training. 79% of children under age 6 are in child care. In Iowa, 47% of the workers earn \$10 per hour or less and 55% of working women provide more than half of the family income. This creates a situation in which families do not have time to interact with their children.</p> <p>Research supports high correlation of children's oral narrative skills and reading success.</p>	<p>Implement story based interventions with kindergartners, monitor progress, and make databased decisions to improve school success.</p>	<p>Benchmarks developed to provide peer comparisons of total words spoken for fall, winter and spring measures.</p>
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**Building Capacity of Parents and Personnel**

Need/Current State	Improvement Strategy	Evidence of Change and Benchmarks
<p>The differences between participation in various settings for children, 3-5 years of age on IEPs, among the AEAs are large. The percent of children served in ECSE “self-contained” classrooms ranges from 37%-95% across the AEAs, which represents an area of concern.</p> <p>Legislative mandates have created new responsibilities for community colleges. For example, by 2003, 50% of lead teachers in Head Start and Early Head Start programs will be required to complete an associate’s degree in early childhood (EC).</p> <p>EC programs at community colleges have fewer full time faculty members and higher student to faculty ratios than their 4-year counterparts. However, over 75% of the EC students at community colleges will teach or work directly with young children (0-4), as opposed to 39% of the 4 year students.</p>	<p>Build the capacity of the AEA Administration/Leadership structure (i.e. middle management) to enhance the delivery of early childhood special education services.</p> <p>Gain commitment of AEA Administration to support the implementation of providing high quality early learning experiences to meet the needs of young children with disabilities.</p> <p>Build the capacity of Iowa’s early care and education professionals to adopt and implement research-based strategies for facilitating children’s early learning across developmental domains.</p> <p>Formation of the Natural Allies state team. Members represent community colleges, state and regional agencies, and parents. This team will meet on an ongoing basis to develop, implement, and evaluate a strategic plan for Natural Allies.</p>	<p>Percent of children attaining IEP goals will increase.</p> <p>Percent of children with disabilities performing comparable to age level peers will increase.</p> <p>Percent of children with disabilities performing more independently will increase.</p> <p>Percent of children receiving early childhood special education services in “inclusive” environments with typical peers (i.e. EC Codes 1, 4, 5) will increase.</p> <p>The preparation of community college students to work with infants, toddlers, and young children (0-5) of diverse abilities and their families in inclusive community settings will be enhanced. Therefore, more young children with disabilities will be served in integrated settings (as the evaluation plan is developed indicators will be further identified).</p>

<p>Research by Henderson (1987), Epstein (1991) and many others identifies major benefits of family involvement in a child's education:</p> <ul style="list-style-type: none"> <li>• Higher grades and test scores</li> <li>• Long-term academic achievement</li> <li>• More successful programs, and</li> <li>• More effective schools</li> </ul> <p>Griffith, 1996 and Shaver &amp; Walls, 1998 have associated parental school involvement with increases in student achievement, student motivation to learn, improved student behavior in school, improved grades, test scores and long term achievement.</p> <p>IDEA mandates the involvement of parents in the IEP process. In addition to this mandate, parents and professionals need to know their rights and responsibilities in special education.</p> <p>With the knowledge of the importance of parental involvement, Iowa has supported the Parent-Educator Connection (PEC) program for 18 years. This program promotes family involvement and the importance of a partnership between families and professionals. Being the only state in the nation with a program of this magnitude, it is imperative that we continue to support parents and enhance their involvement in education.</p>	<p>Build capacity and knowledge of parent involvement/partnership in advocacy groups, legislators, school board members, communities at large and state agencies serving individuals with disabilities.</p> <p>Expand the PEC capacity by planning and conducting workshops and meetings using effective methods of staff development.</p>	<p>Number of parents, educators and service providers attending trainings, conferences and workshops will increase.</p>
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**Transition into Adult Life**

<b>Data/Need</b>	<b>Improvement Strategy</b>	<b>Evidence of Change and Benchmarks</b>
<p>According to Iowa's AEA Directors of Special Education, a major consideration when determining if an individual needs an accommodation in post-secondary or employment settings is a demonstration of the need for, and successful use of, that accommodation in high school. Teachers and students need methods to easily identify and document the effectiveness of accommodations. This information should help professionals determine what accommodations may be the most appropriate for an individual, minimize the use of ineffective accommodations, and improve the likelihood those employers and post-secondary institutions will approve use of the accommodation.</p> <p>Another complication in using accommodations after high school is students' limited abilities to articulate their accommodation needs. Representatives from adult agencies and post-secondary institutions report that students are unable to describe the reasons they need an accommodation and the types of accommodations they need.</p> <p>Interviews with 170 students found that 37% could very clearly describe the accommodations they</p>	<p>Develop strategies for identification and use of appropriate classroom accommodations.</p> <p>Develop strategies for documentation of the results of using accommodations.</p> <p>Increase student self-determination in the use of accommodations.</p> <p>Collect data on the types of employment preparation received by all Iowa youth including who receive employment preparation, when they receive it, what they receive, and who provides it. In addition, this study will examine the extent to which employment is included in local school improvement efforts.</p> <p>Create an accountability system for state transition activities.</p> <p>Deepen the understanding of transition issues across stakeholders.</p> <p>Broaden the range of people to advocate for transition services and closer alignment</p>	<p>Percent of students who can describe their need for accommodations will increase.</p> <p>Data and recommendations concerning the employment preparation of Iowa youth.</p> <p>Long-term plan for improvement of state transition services.</p> <p>Evaluation and revision of state transition improvement plan, based on data.</p>

<p>have used and another 31% could adequately describe them. Both the accommodations and the reasons they needed the accommodations could be described by 12% of the 170 students. In an AEA follow-up student it was found that 18% of individuals who had been out of school 6 months could clearly describe their disability. This number increased to 28% for individuals who had been out of school 2 years. There are no data identifying the extent to which students request supports and accommodations when needed.</p> <p>No current data exist to describe what schools provide youth in Iowa to prepare them for work.</p> <p>The OSEP self-assessment revealed that while many AEAs collect outcome data, the methodologies vary considerably, limiting statewide comparisons. One of the 3 major recommendations of the group was to improve the consistency and relevance of statewide data for longitudinal comparisons.</p>	<p>with school improvement efforts.</p>	
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